Chapter
7

Level I Licensure Portfolio

NOTE: Programs are expected to have fully implemented the redesigned Level I Licensure Portfolio in their programs by 2011. The graduating class of 2011 then will have completed the revised portfolio as a condition for licensure. It is recommended, of course, that programs begin to implement the revised portfolio as soon as possible.

I. Purposes of the Level I Licensure Portfolio

The Level I Licensure Portfolio plays an important role in the preparation of educators for Vermont's schools. Portfolio development can be a dynamic process for candidates allowing them to grow in their understanding of themselves as professional educators and in their understanding of students as learners. As a licensure requirement, the portfolio also provides candidates with the opportunity to demonstrate to their institution their qualifications for becoming licensed beginning educators.

Additionally, the licensure portfolio serves to inform institutions of the effectiveness of their educator preparation program. Candidate performance on its six entries will reflect the educator preparation program's own strengths and weaknesses. An institution's reflection on the success of its candidates on the different entries can provide valuable insight during the self-study process and when working to meet the program approval standards.

Finally, the licensure portfolio provides evidence to the state for program approval. The Review Team examines evaluated portfolios during full program visits to ensure that the institution's assessment system results in the program only recommending qualified candidates for licensure. Portfolio entries can offer strong evidence to Review Teams that an institution is *meeting standard* and should remain an approved preparation program.

All candidates seeking initial licensure must complete a Level I Licensure Portfolio. While the portfolio was designed specifically for beginning teachers, components of it will also serve to document the qualifications of licensure candidates seeking non-classroom endorsements. Programs should, however, add additional requirements to better reflect the endorsement requirements of candidates in special education, counseling, etc. It should also be noted that programs recommending licensed educators for a second endorsement must document candidates' work. Although a Level I Licensure Portfolio is not required to do so, it is recommended that programs incorporate a professional portfolio into their assessment system to document candidates' meeting of the endorsement requirements.

II. Description of the Level I Licensure Portfolio

The Level I Licensure Portfolio consists of an introductory section followed by six entries divided into three parts. The optional introductory section allows candidates to present

themselves as caring and competent beginning educators to their evaluators. Programs may choose to require candidates to include pieces that reflect the institution's unique theme or individual candidate's philosophy of education, etc. The introduction is followed by Part 1 which may be completed prior to student teaching as it contains entries that are more developmental in nature while addressing many of the *16 Principles*. Part 2 must be completed during student teaching and incorporates all sixteen of the principles. Finally, Part 3 will be completed once parts 1 and 2 have been finished as it requires thorough reflection on the portfolio entries and teaching experiences.

Introduction (optional)

Part 1
1. Analyzing the Learning Environment
2. Accommodating Students Identified as Having Special Needs
3. Colleagueship and Advocacy
4. Teaching Episodes

Part 2
5. Teaching Over Time

Part 3
6. Reflection and Goals

III. Incorporating the Licensure Portfolio into the Candidate Assessment System

The portfolio's common architecture is meant to unify institutions' performance assessments while at the same time allowing programs to maintain their uniqueness. The licensure portfolio's structure can be incorporated into programs' assessment systems in a variety of ways. It is ultimately up to the program to make the decision as to when to use the licensure portfolio entries.

Whatever form its implementation takes, institutions must ensure that candidates demonstrate strength in their content knowledge and pedagogy of the endorsement (s) they seek throughout the six entries. For example, elementary candidates should demonstrate their knowledge and understanding of pedagogy across the content areas required by their endorsement (e.g., math, history, reading, etc) in their portfolios. Institutions must also ensure reliability across licensure portfolio assessments by establishing clear performance standards, by utilizing the common set of scoring rubrics, and by providing training for portfolio assessors.

It is assumed that programs will implement the licensure portfolio as a developmental process and formative evaluation until the point in time when the program must decide whether to recommend a candidate for licensure or not. Institutions are welcome, for instance, to utilize Part I as a "qualifying portfolio" that will assist candidates in developing Part II. Part I stands as the formative phase of this process, where candidates will be given constructive feedback on the entries. Parts II and III, however, are more summative in nature and demand more of the candidates.

The licensure portfolio entries are *minimum requirements*. Each entry **must be included** in all initially licensed candidates' portfolios and **assessed using the scoring rubrics provided**. However, institutions and programs are encouraged to add additional entries and documentation that candidates would need to provide to support the program's theme and its unique characteristics, priorities, and philosophy. In addition, programs may choose to add entries that will provide candidates with additional opportunities to demonstrate their content knowledge, pedagogical knowledge and skills, and dispositions.

IV. Format and Style of the Level I Licensure Portfolio Entries

Each of the six entries that comprise the Level I Licensure Portfolio is comprised of the following components:
(a) Purpose
(b) Principles to Be Addressed
(c) Required Documentation
(d) Directions

The ***Purpose*** provides a clear focus for each entry and is followed by the ***Principles to be Addressed*** in order to clarify the entry's alignment with the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, and the endorsement requirements. ***Required Documentation*** identifies required evidence for each entry although the preparation programs may require other appropriate artifacts. Finally, candidates are provided with ***Directions*** and related questions to respond to each portfolio entry.

Institutions will find that the directions mirror the written commentary National Board Certification candidates are asked to include in their portfolios[5]. The following section provides institutions and candidates with a detailed overview of the descriptive, analytical and reflective writing required for each entry.

Description: Candidates are first given brief directions for the entry. Any description candidates provide within the entry should be logical and detailed enough to provide the assessor with an understanding of the school and/or classroom context. This section should be brief and to the point. The focus of the candidate's writing will be on **what** occurred.

Analysis: Analysis deals with reasons, motives, and interpretation and is grounded in the required evidence for the entry. The questions provided are meant to prompt analysis of the collected evidence. Candidates will interpret the information gathered or the experience in their analysis and demonstrate the significance of the evidence. The focus of the candidate's writing will be on **why** something occurred.

Reflection: Each entry concludes with several questions designed to prompt candidates in their reflective process. While reflection may occur in many places, the reflection section of each entry is where candidates must show assessors what they have learned from their experiences and how it will impact their teaching in the future. The reflection provides candidates with the

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[5] "Get Started: Description, Analysis, and Reflection," The National Board for Professional Teaching Standards, http://www.nbpts.org/for_candidates/the_portfolio?ID=17&x=44&y=12, accessed September 5, 2006.

opportunity for self-analysis. The focus of the candidate's writing will be on **so what.** In other words**,** what do the observations and analysis suggest for the candidate's teaching in the future?

Candidates are expected to transition smoothly between the three forms of writing and to structure their responses clearly and logically in essay form. Each entry should be a professional document that is complete, well-organized, and reader-friendly. Inherent within the *meets standards* rating is the requirement that the candidate uses appropriate grammar, usage, mechanics, and spelling throughout the portfolio.

V. Rubrics for Scoring Portfolio Entries

The *16 Principles for Vermont Educators* are incorporated into the six portfolio entries. In some instances, the language of the Principles has been modified to better reflect the knowledge and ability expected of beginning educators.

All programs are required to use the scoring rubrics provided for each entry when assessing their candidates' portfolios. The rubrics are based upon criteria derived from the purpose, required evidence, prompting questions, and the Principles. There are four assessment ratings for each criterion: *no evidence, emergent, approaching standard,* and *meets standard.* A comment section has been provided in each rubric for assessors to provide further feedback to candidates.

VI. Scoring the Portfolio Entries

The redesign of the portfolio entries allows institutions more flexibility for scoring their candidates' portfolios. For example, Part I can be scored separately from Parts II and III. Therefore candidates may submit Part I prior to student teaching for evaluation. Having evaluated Part I, an institution would not have to re-evaluate it when assessing Parts II and III, which may be submitted at the conclusion of student teaching. Programs may also evaluate the portfolio in its entirety after the conclusion of student teaching. In all cases, a final composite score would result from combining the three scores.

In order to achieve a "pass" on the licensure portfolio, a candidate must achieve an overall rating of "pass" on all six entries. To achieve a "pass" on an entry, a candidate must have a rating of *meets standards* in the majority of cells with no ratings of *emergent*. Please note that it is strongly recommended that the program provide candidates the opportunity to submit draft entries for feedback and re-writes as needed until the final portfolio assessment is due.

When the program assesses the licensure portfolio entries, two or more trained assessors from the institution, program, or field should independently review the evidence the candidate provides and determine which level best describes the candidate's performance on each criterion. The assessors reviewing the candidate's portfolio should then meet to determine the level of agreement of their independent assessments and resolve any areas of disagreement. The program should encourage faculty and candidates to use the rubrics in the on-going assessment of drafts of the licensure portfolio. Doing so will provide specific feedback and foster the candidate's self-assessment.

Candidates' scores should reflect the degree to which portfolio evaluators were able to locate clear evidence that each entry *meets standards*.

VII. Electronic Portfolio Guidelines

Upon reviewing the work of Vermont institutions[6] on the portfolio and the current research, it has become clear that electronic portfolios will play a much larger role in the next round of ROPA reviews[7]. Candidate work on electronic portfolios has strong potential for both meaningful integration of technology and powerful presentation of candidate ability. Furthermore, electronic portfolios may facilitate portfolio production for students, provide technology practice, and promote technology use in teaching and learning.

Please consider the following suggestions for use of electronic portfolios:
- Pilot a program with a small group.
- Gain faculty support for electronic portfolios prior to beginning use.
- Gain institutional support for electronic portfolios.
- Implement an electronic portfolio in stages. Begin requiring it, for example, in early coursework and continue to implement through student teaching.
- Provide instruction for candidates in using technology throughout the program and across the institution, not just in early courses. Systematically teach the necessary skills.
- Assure reliable servers and accessible software for candidates, faculty, and evaluators.
- Address "usability issues". Identify the plug-ins and utilities, file formats, operating systems that can be used, and the bandwidth and other technologies required.
- Agree on how training and support will be addressed in the long term.
- Determine who will have access to the portfolio. Consider the external audiences such as potential employers and program evaluators.
- Address security and privacy issues.
- Determine how portfolio evaluators will offer feedback electronically.

Electronic portfolio style and format suggestions:
- Electronic portfolios should be easy to navigate and designed to facilitate a person moving easily through evidence without scrolling through large documents.
- There should be a balance between text and visuals throughout the document.
- Note that the structure, navigation, and performance of the portfolio system can both enhance or detract from usability.
- Cross references and linking should be clean and clear.
- Consider multiple uses of data throughout the document.
- The electronic portfolio should reflect the candidate as an individual.

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[6] With thanks to Middlebury College and the University of Vermont

[7] Keith Wetzel and Neal Strudler, "The Diffusion of Electronic Portfolios in Teacher Education: Next Steps and Recommendations from Accomplished Users." *Journal of Research on Technology in Education*. Winter 2005: Volume 38 Number 2.

ePortConsortium. (2003, November 3). *Electronic Portfolio White Paper*, from http://www.eportconsortium.org/Content/Root/whitePaper.aspx, accessed March 1, 2007

LEVEL I LICENSURE PORTFOLIO

Part I

Entry 1: Analyzing the Learning Environment	
Purpose	Candidates analyze the learning environment using knowledge of human development and individual differences to provide learning opportunities for all students.
Principles to Be Addressed	Principle # 2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development. Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students. Principle # 5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction and personal health and safety. Principle # 10: The educator understands conditions and actions, which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.
Required Documentation	Dated field notes
Directions	Observe a classroom over time and engage in a conversation with the classroom teacher. Describe the classroom context including: • demographics • number of students • variety and types of learners including abilities • physical space/room arrangement • classroom management systems (rules, homework policies, etc) • classroom structure (looped, multi-age, departmentalized, other) • types of instruction and activities • scope and sequence/standards for content area(s) (curricular maps, textbooks, etc) • resources available (technology and human resources) • students' responses to instruction • student-student interactions • student-teacher interactions • teacher-parent interactions Describe the school context including: • physical plant • philosophy, climate, and culture

	Entry 1: Analyzing the Learning Environment
Directions	• behavior management system • connections with the community Analyze the information gathered from your observations, research and conversation with the teacher. Discuss these relevant factors and how they affect the teaching/learning process. Include any supports and challenges that affect instruction and student learning. Within the context of your analysis consider the following questions: • What factors in the school impact the classroom context? • How does what you learned relate to your understanding of learning theory and human development (emotional, social, physical, and intellectual)? • How are the needs of all students being met? • What is conducive to student learning and what interferes? Reflect on your experiences. Within the context of your self-reflection consider the following questions: • How have your initial impressions of this learning environment changed or stayed the same over the period of time you have spent in the classroom? • What have you learned about the process of creating an effective learning environment? • As a teacher, what actions would you take to address issues of discrimination in your classroom? • What proactive steps would you take to provide equitable learning opportunities in your classroom? • What would be your strengths and challenges in creating such learning opportunities for all students?

	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
SCORING RUBRIC- ENTRY 1: Candidates analyze the learning environment using knowledge of human development and individual differences to provide learning opportunities for all students.					
Principle # 5		The candidate's analysis and reflection demonstrate a limited understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety.	The candidate's analysis and reflection demonstrate a clear understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety.	The candidate's analysis and reflection demonstrate a thorough understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety.	
Principle # 10		The candidate's analysis and reflection demonstrate a limited understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin.	The candidate's analysis and reflection demonstrate a clear understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin.	The candidate's analysis and reflection demonstrate a thorough understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin.	
Reflection		Through reflection on Entry 1 the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 1 the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 1 the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	

Entry 2: Accommodating Students Identified as Having Special Needs

Purpose	Candidates demonstrate an understanding of how to identify and accommodate students with special needs in an equitable learning environment. This includes an understanding of applicable laws, policies, and procedures.
Principles to Be Addressed	Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students. Principle # 8: The educator integrates students with disabilities into appropriate learning situations. Principle # 13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.
Required Documentation	• Summary of needs and accommodations (IEP, 504, etc.) • Notes from conference with classroom and/or special education teacher

Directions	Select one student who has an IEP and a second student who may be eligible or who is eligible for special services (e.g. a student on a 504 plan, an English language learner, a student identified as gifted, or a student who is in the early stages of the referral process). Gather information from multiple settings over time.
	
	For each student describe:
	    • The history of services provided
	    • The identification/referral process (including assessments)
	    • The classroom setting including climate
	    • The instruction being provided including materials and any modifications
	    • Any human and/or technical support services provided
	    • Information gathered from a conference with the classroom and/or special education teachers
	
	Analyze the information gathered discussing how the policies, procedures, and supports work to serve each of the two students. Within the context of your analysis consider the following questions:
	    • Given your knowledge of law, policies, and procedures for students with special needs, how effectively are the needs of each of these two students being met?
	    • What impact does the learning environment have on the learning for the two students as well as for all of the students in the classroom?
	
	Reflect on your experiences with the two students. Within the context of your reflection consider the following questions:
	    • What are the implications for teaching students with special needs within your endorsement area?
	    • What would be your strengths and challenges in accommodating students with special needs?

	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
SCORING RUBRIC- Entry 2: Candidates demonstrate an understanding of how to identify students with special needs and accommodate them in inclusive and equitable learning environments. This includes an understanding of applicable laws, policies, and procedures.					
Description		The candidate offers a limited description of the two students.	Candidate offers a clear description of the two students.	Candidate offers a thorough description of the two students.	
Principle # 3		The candidate's analysis and reflection demonstrate a limited understanding of how individuals and groups differ.	The candidate's analysis and reflection demonstrate a clear understanding of how individuals and groups differ.	The candidate's analysis and reflection demonstrate a thorough understanding of how individuals and groups differ.	
		The candidate's analysis and reflection demonstrate a limited understanding of how to create equitable instructional opportunities to respond to the needs of students.	The candidate's analysis and reflection demonstrate a clear understanding of how to create equitable instructional opportunities to respond to the needs of students.	The candidate's analysis and reflection demonstrate a thorough understanding of how to create equitable instructional opportunities to respond to the needs of students.	
Principle # 8		The candidate's analysis and reflection demonstrate a limited understanding of how to integrate students with disabilities into appropriate learning situations.	The candidate's analysis and reflection demonstrate a clear understanding of how to integrate students with disabilities into appropriate learning situations.	The candidate's analysis and reflection demonstrate a thorough understanding of how to integrate students with disabilities into appropriate learning situations.	
Principle # 13		The candidate's analysis and reflection demonstrate a limited understanding of laws related to student and educator rights and responsibilities.	The candidate's analysis and reflection demonstrate a clear understanding of laws related to student and educator rights and responsibilities.	The candidate's analysis and reflection demonstrate a thorough understanding of laws related to student and educator rights and responsibilities.	

SCORING RUBRIC- Entry 2: Candidates demonstrate an understanding of how to identify students with special needs and accommodate them in inclusive and equitable learning environments. This includes an understanding of applicable laws, policies, and procedures.

	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Principle # 13		The candidate's analysis and reflection demonstrate a limited understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities.	The candidate's analysis and reflection demonstrate a clear understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities.	The candidate's analysis and reflection demonstrate a thorough understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities.	
Reflection		Through reflection on Entry 2, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 2, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 2, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	

	Entry 3: Colleagueship and Advocacy
Purpose	Candidates demonstrate the ability to work as a team member and advocate for students and families.
Principles to Be Addressed	Principle #11: The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum. Principle #12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.
Required Documentation	Documentation of participation (e.g., award certificate, program note, letter of recommendation, etc.)
Directions	*Colleagueship* Describe your experiences where you have worked collaboratively to support students' learning and well-being. This may include work with colleagues in a higher education, school, work or volunteer setting (e.g. teaming with Para-educators, participating in IEP meetings, teaming with school personnel to implement a unit of study, creating and presenting a project with colleagues, working with a team of camp counselors, collaborating within a professional organization, service learning, etc.). Analyze your various experiences identifying the critical elements of effective collaboration. Within the context of your analysis consider the following questions: • What skills and knowledge have you gained from working in collaborative relationships? • How have your experiences supported students' learning and well-being? Reflect on your experiences. Within the context of your reflection consider the following questions. • How will you work in collaborative relationships to promote the well-being of students and families in your classroom? • What do you see as your strengths and challenges working as a member of a collaborative team to support students' learning and well-being?

Entry 3: Colleagueship and Advocacy	
Directions	*Advocacy* Describe your experiences in relationships where you advocated for students and their families (e.g. communications with parents, working with students outside of school, planning and facilitating community and family events, tutoring or mentoring, seeing a family or student in trouble and working to better things, volunteering, etc.) Describe possible resources available to support students and families. (E.g. Boys and Girls Club, Washington West Family Child Center, a mentoring program, etc.). Analyze your experiences as an advocate identifying the multiple influences that may affect the ability of students to learn in the classroom. Within the context of your analysis consider the following questions. • What skills and knowledge have you gained in advocating for students and families? • What do your experiences reveal about the multiple influences on students inside and outside of school? • What challenges have you confronted working as an advocate for students and families? • What resources were most effective in supporting students and families? Reflect on your experiences. Within the context of your reflection consider each of the following questions. • What is the importance of your role as an educator and advocate in promoting the well-being of students? • What are your strengths and challenges as an advocate for students and families?

SCORING RUBRIC- Entry 3: Candidates demonstrate the ability to work as a team member and advocate for students and families.					
	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Description *Colleagueship*		The candidate offers a limited description of work with colleagues.	The candidate offers a clear description of work with colleagues.	The candidate offers a thorough description of work with colleagues.	
Principle # 11		The candidate's analysis and reflection demonstrate limited work as a team member to support student learning and well-being.	The candidate's analysis and reflection demonstrate some work as a team member to support student learning and well-being.	The candidate's analysis and reflection demonstrate appropriate work as a team member to support student learning and well-being.	
Description *Advocacy*		The candidate offers a limited description of experiences advocating for students and families.	The candidate offers a clear description of experiences advocating for students and families.	The candidate offers a thorough description of experiences advocating for students and families.	
		The candidate offers a limited description of resources available to students and families.	The candidate offers a clear description of resources available to students and families.	The candidate offers a thorough description of resources available to students and families.	
Principle # 12		The candidate's analysis and reflection demonstrate a limited understanding of the multiple influences on students inside and outside of school.	The candidate's analysis and reflection demonstrate a clear understanding of the multiple influences on students inside and outside of school.	The candidate's analysis and reflection demonstrate a thorough understanding of the multiple influences on students inside and outside of school.	
		The candidate's analysis and reflection demonstrate a limited understanding of appropriate systems of support for students.	The candidate's analysis and reflection demonstrate a clear understanding of appropriate systems of support for students.	The candidate's analysis and reflection demonstrate a thorough understanding of appropriate systems of support for students.	
Reflection		Through reflection on Entry 3, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 3, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 3, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	

	Entry 4: Teaching Episodes
	• How did your planning and preparation impact your teaching and student participation? • How did this lesson demonstrate strength in your endorsement area? Reflect on <u>each</u> lesson. Within the context of your reflection consider the following questions. • If you taught this lesson again what changes would you make to improve the effectiveness of your teaching? • How did your knowledge and skills in your content area enable your students to meet the standards or *Grade Expectations*? • What are your strengths and challenges in providing opportunities for all students to meet or exceed the standards or grade equivalents? Reflect on the <u>two lessons together</u>. Within the context of your reflection address the following questions: • What changes did you make in your teaching between the two lessons and what impact did those changes have on student learning? • What are your strengths and challenges in providing opportunities for all students to meet or exceed the standards or grade equivalents?

	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
SCORING RUBRIC- Entry 4: Candidates demonstrate the ability to plan and teach two in-depth, standards-based lessons in the endorsement sought. Candidates reflect on student learning and their teaching and growth over time.					
Description		The candidate offers a limited description of each lesson and classroom context.	The candidate offers a clear description of each lesson and classroom context.	The candidate offers a thorough description of each lesson and classroom context.	
Principle # 1		The candidate's analysis and reflection demonstrate limited knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in *Vermont's Frameworks of Standards and Learning Opportunities* and *Grade Expectations*.	The candidate's analysis and reflection demonstrate some knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in *Vermont's Frameworks of Standards and Learning Opportunities* and *Grade Expectations*.	The candidate's analysis and reflection demonstrate thorough knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in *Vermont's Frameworks of Standards and Learning Opportunities* and *Grade Expectations*.	
Principle # 4		The candidate's analysis and reflection demonstrate a limited understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Frameworks of Standards and Learning Opportunities* and *Grade Expectations*.	The candidate's analysis and reflection demonstrate some understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Frameworks of Standards and Learning Opportunities* and *Grade Expectations*.	The candidate's analysis and reflection demonstrate a thorough understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Frameworks of Standards and Learning Opportunities* and *Grade Expectations*.	
		The candidate's analysis and reflection demonstrate limited ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Frameworks of*	The candidate's analysis and reflection demonstrate some ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Frameworks of*	The candidate's analysis and reflection demonstrate the ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Frameworks of Standards and Learning*	

SCORING RUBRIC- Entry 4: Candidates demonstrate the ability to plan and teach two in-depth, standards-based lessons in the endorsement sought. Candidates reflect on student learning and their teaching and growth over time.				
Principle # 4 continued		*Standards and Learning Opportunities* and *Grade Expectations*.	*Standards and Learning Opportunities* and *Grade Expectations*.	*Opportunities* and *Grade Expectations*.	
Principle #5		The candidate's analysis and reflection demonstrate limited ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety.	The candidate's analysis and reflection demonstrate some ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety.	The candidate's analysis and reflection demonstrate the ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety.	
Principle #7		The candidate's analysis and reflection demonstrate limited ability to use multiple assessment strategies to evaluate student learning.	The candidate's analysis and reflection demonstrate some ability to use multiple assessment strategies to evaluate student learning.	The candidate's analysis and reflection demonstrate the ability to use multiple assessment strategies to evaluate student learning.	
Reflection		Through reflection on Entry 4, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 4, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 4, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	

LEVEL I LICENSURE PORTFOLIO

Part II

Entry 5: Teaching Over Time	
Purpose	Through a unit (or units) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.
Principles to Be Addressed	All 16 principles
Required Documentation	• Unit plan of study in endorsement area(s) which is researched, designed, and implemented • At least five lessons from the unit that capture the essence of student learning and the impact of your teaching • Analyzed samples of student work and other evidence of student learning • A video tape, transcription or detailed supervisor's notes of one lesson taught • Sample record keeping
Directions	Select a unit of instruction from your student teaching that you have researched, designed and implemented. (Whenever possible refrain from using packaged materials and commercial worksheets.) From the unit select at least five lessons that capture the essence of student learning and the impact of your teaching. Describe both the classroom and academic context for the unit. Analyze your teaching and student work in relation to the *16 Principles for Vermont Educators* as indicated in the rubric for this entry. Reflect on your strengths and challenges in relation to researching, designing, and implementing future units of instruction.

Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
SCORING RUBRIC- Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.					
#1		There is limited evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet of exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities.*	There is some evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet of exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities.*	There is appropriate evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet of exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities.*	
#2		There is limited evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	There is some evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	There is appropriate evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	
#3		There is limited evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	There is some evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	There is appropriate evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	
#4		There is limited evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities* and *Grade Expectations.*	There is some evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities* and *Grade Expectations.*	There is appropriate evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities* and *Grade Expectations.*	

Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
SCORING RUBRIC- Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.					
#5		There is limited evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.	There is some evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.	There is appropriate evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.	
#6		There is limited evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or *Grade Expectations*, knowledge of subject matter, and student needs and interests.	There is some evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or *Grade Expectations*, knowledge of subject matter, and student needs and interests.	There is appropriate evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or *Grade Expectations*, knowledge of subject matter, and student needs and interests.	
#7		There is limited evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	There is some evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	There is appropriate evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	
#8		There is limited evidence that the candidate integrates students with disabilities into appropriate learning situations.	There is some evidence that the candidate integrates students with disabilities into appropriate learning situations.	There is appropriate evidence that the candidate integrates students with disabilities into appropriate learning situations.	

SCORING RUBRIC- Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.					
Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
#9		There is limited evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning.	There is some evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning.	There is appropriate evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning.	
#10		There is limited evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity.	There is some evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity.	There is appropriate evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity.	
#11		There is limited evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.	There is some evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.	There is appropriate evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.	
#12		There is limited evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.	There is some evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.	There is appropriate evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.	

Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
SCORING RUBRIC- Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.					
#13		There is limited evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.	There is some evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.	There is appropriate evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.	
#14		There is limited evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning.	There is some evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning.	There is appropriate evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning.	
#15		There is limited evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning.	There is some evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning.	There is appropriate evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning.	
#16		There is limited evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.	There is some evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.	There is appropriate evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.	

INITIAL TEACHING LICENSURE PORTFOLIO

Part III

Entry 6: Reflection and Vision	
Purpose	Candidates analyze and reflect upon their teaching and plan for their development as teachers.
Principles to Be Addressed	Principle # 14: The educator grows professionally through a variety of approaches, to improve professional practice and student learning.
Directions	Use this entry to express who you are as a teacher at this time. Your entry must include a written narrative in which you refer to particular experiences and theoretical constructs that have shaped your understandings. Evaluate the extent to which your experiences are congruent with your beliefs about teaching and student learning. (See sample prompts on page 77.) Use your reflections and analyses from entries one through five, evaluations from your supervisor(s) and cooperating teacher(s), teaching experiences, and theoretical understandings, to identify areas for continued professional growth to improve your teaching and student learning.

SCORING RUBRIC- Entry 6: Candidates analyze and reflect upon their teaching and plan for their development as teachers.					
	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Principle # 14		The candidate demonstrates limited connections between her/his experiences and appropriate theoretical constructs.	The candidate demonstrates some connections between her/his experiences and appropriate theoretical constructs.	The candidate demonstrates clear connections between her/his experiences and appropriate theoretical constructs.	
		The candidate demonstrates limited evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning.	The candidate demonstrates some evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning.	The candidate demonstrates clear evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning.	
		There is limited evidence that the candidate uses his/her experiences and theoretical understandings to identify areas for professional growth to improve teaching and student learning.	There is some evidence that the candidate uses his/her experiences and theoretical understandings to identify areas for professional growth to improve teaching and student learning.	There is clear evidence that the candidate uses his/her experiences and theoretical understandings to identify areas professional growth to improve teaching and student learning.	

Sample Prompts for Level I Licensure Portfolio, Entry 6

(Brainstormed at the February 4, 2007 VCTE meeting.)

1. If your favorite theorist (Dewey, Palmer, etc.) were in the room now, what would he/she say about your teaching? Five years later, what else would he/she see?
2. Create a construct and then write a reflective piece describing the reasoning behind the construct and how it demonstrates your growth as a teacher.
3. Use images and artifacts from your college experience and create a video voice-over telling your story.
4. Tell the story of how you've evolved as a teacher and where you are going.
5. Have a dialogue between you now, and you later. Talk about the part of you during student teaching and part of who you were in college.
6. What are your biases/prejudices? How have these influenced your practice? Tell a story of how you plan to address them.
7. Highlight in your first five entries where you were reflective. What patterns occur? (To do this, you might cut and paste your reflections; create a collage of them: make a portrait of you as an educator.)
8. Evaluate the extent to which your experiences are congruent with your theory and practice.
9. How have you met the Education Department's theme and how has that theme helped you evolve as a teacher?
10. What experiences have had the greatest impact on your growth as a teacher?
11. Use one metaphor to reveal your evolution as an educator.
12. Hold a dialogue with yourself and a favorite theorist regarding your philosophy and pedagogical practices.